



**NJ Forest Fire
Service**

Wildfire Prevention Education

Lesson Plan # 1-A

Title/Topic: What is a Forest?

Group Level(s): Group 1

AE: 3 through 6 years old

Skills:

Understand why forests are important.

Learning Objective:

Students will be able to understand the need for forests and what they provide to others.



Time: 15 minutes

Materials:

Synopsis of forests:

Forests cover a lot of land on Earth. They are filled with trees, plants, animals and insects. Forests provide shade, food and shelter to many animals and plants, which live there. Forests are good for people, too. They are fun to visit. They also give us food, medicine, and clean air. Forests are important. We need to keep them safe and healthy.

2. Surface to record ideas on.

Procedures:

Brainstorm with the class as to why forests are important.

Record their ideas on board.

Read the synopsis to class.

Is there a need to update the list?

Record.

Instructor's Explanation:

Explain the many things forests provide to us. Have the students write and/or illustrate their opinion(s) about the significance of forests.

Essential Closure Questions to be addressed by Instructor:

- 1. What does a forest contain? (i.e. trees, animals, insects...)**
- 2. What do forests do for us? (i.e. provide food, clean air, medicines...)**
- 3. How would our lives be with out forests? (Accept rational answers)**

NJCCCS:

[Visual and Performing Arts](#)

[Comprehensive Health and Physical Education 2.3](#)

[Language Arts Literacy 3.1; 3.2; 3.3; 3.4; 3.5;](#)

[Mathematics](#)

[Science 5.5; 5.8; 5.10](#)

[Social Studies](#)

[World Languages](#)

[Technological Literacy](#)

[Career Education and Consumer, Family and Life Skills](#)

References/Resources:

New Jersey Department of Education

<http://www.state.nj.us/njded/cccs/>



NJ Forest Fire Service

Wildfire Prevention Education

Lesson Plan # 1-B

Title/Topic: **What is Fire?**

Group Level(s): Group 1
AE: 3 through 6 years old

Skills: Recognize good and bad fire.

Learning Objective: Students will be able to identify the use of fire; be cautious with fire and be familiar of its potential dangers.



Time: 20 minutes

Materials:

Xerox sheet of Poem (1-B page)

Ditto "Good Fires Bad Fires" – with answer sheet below.

Optional Site for materials to expand lesson at a later date: <http://www.thefirehouseinc.com/mcart/index.cgi?code=3&cat=10>

Procedures:

Set the stage/Brainstorm. Inquire with students:

- How does fire *help* us? (cook food, heat homes, light candles on our birthday cakes!)
- How can fire *hurt* us? (burn forests, homes, hurt people and leave others homeless)

We must know that good fires can *become* bad fires if people are not careful.

READ POEM TO STUDENTS

Instructor's Explanation:

With the handout, ask children to identify good safe fires on the fire page – draw lines to the happy flame of fire. Locate unsafe fires on the page – draw lines to the unhappy flame of fire.

FIRES ARE ONLY "GOOD" WHEN USED SAFELY & WITH SUPERVISION.

Essential Closure Questions to be addressed by Instructor:

Name a good use for fire. (i.e. candles on a birthday cake)

How can that good fire turn bad? (i.e. if not careful, can burn a house or hurt someone.)

What can a bad fire do to you? (i.e. burn you/your home/leave you homeless)

NJCCCS:

[Visual and Performing Arts 1.2; 1.4](#)

[Comprehensive Health and Physical Education 2.1](#)

[Language Arts Literacy 3.1; 3.3;](#)

[Mathematics](#)

[Science 5.1;5.6;](#)

[Social Studies](#)

[World Languages](#)

[Technological Literacy](#)

[Career Education and Consumer, Family and Life Skills](#)

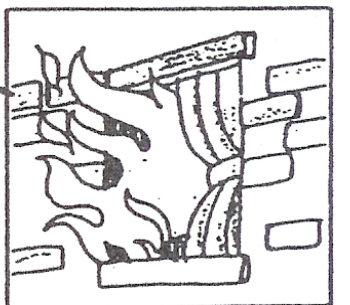
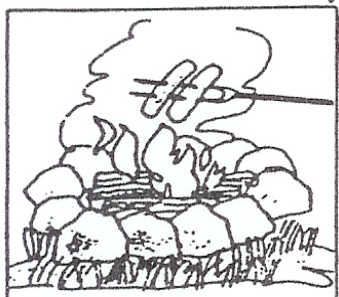
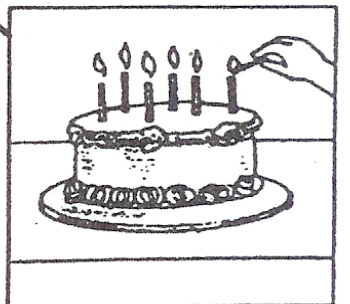
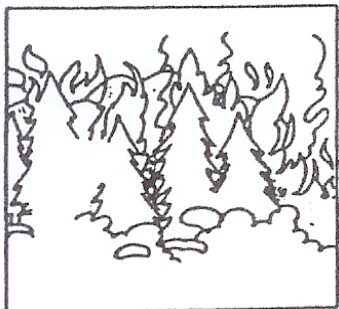
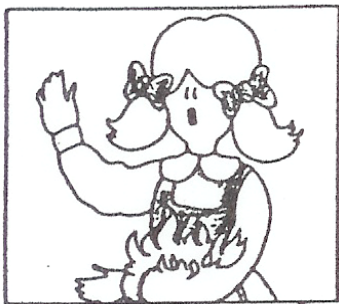
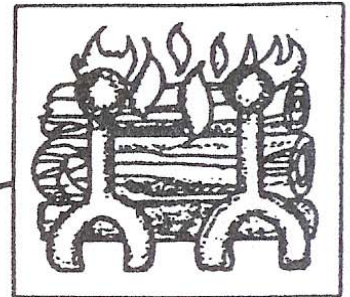
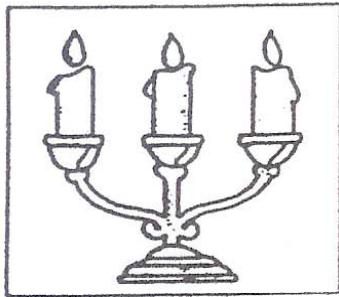
References/Resources:

New Jersey Department of Education

<http://www.state.nj.us/njded/cccs/>

Good Fires, Bad Fires

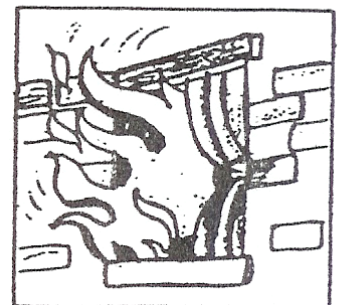
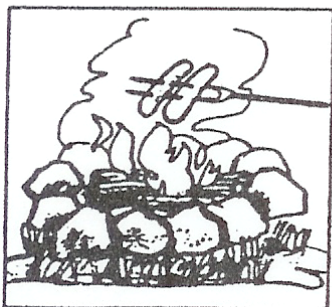
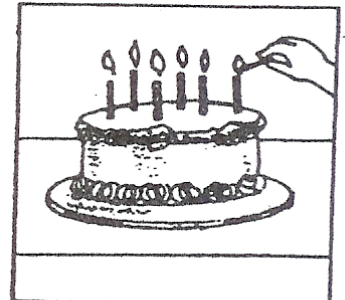
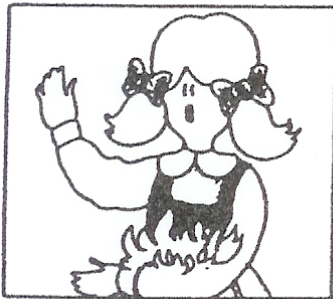
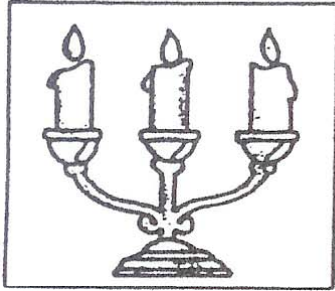
Draw a line from the happy flame to good fires.
Draw a line from the angry flame to bad fires.



Good Fires, Bad Fires

Draw a line from the happy flame to good fires.

Draw a line from the angry flame to bad fires.



1-B

**FIRE IS USED FOR GROWN UPS
(Sung to the tune of "Pop Goes the Weasel!")**

**FIRE IS USED BY GROWN UPS
IT'S USED TO COOK OUR FOOD.
WHEN THINGS ARE COLD,
IT MAKES THEM WARM,
FIRE IS USED BY GROWN UPS.**

**BUT FIRE CAN MEAN THERE'S DANGER TOO!
IT CAN BURN A HOUSE, AND IT CAN BURN YOU!
SO LISTEN, FIRE IS NOT FOR YOU,
FIRE IS USED FOR GROWN UPS!**

**FIRE IS USED BY GROWN UPS
IT'S USED TO COOK OUR FOOD.
WHEN THINGS ARE COLD,
IT MAKES THEM WARM,
FIRE IS USED BY GROWN UPS.**



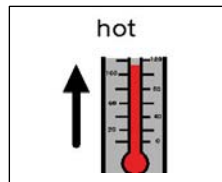
NJ Forest Fire Service

Wildfire Prevention Education

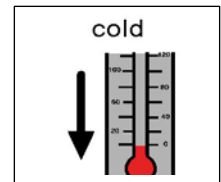
Lesson Plan # 1-C

Title/Topic: **What is hot?**

Group Level(s): Group 1
AE: 3 through 6 years old



What is cold?



Skills: Understand the difference between Hot and Cold.

Learning Objective: Students will be able to independently differentiate between Hot and Cold items.

Time: 20 – 30 minutes

Materials:

1. Sample of Cold
(i.e. Ice Cube or “Flav-O-Ice” it is a plastic wrapped ice-pop, which simply needs to be cut with scissors for children to enjoy.)
2. Sample of Hot
(i.e. Blow Dryer)
3. Writing Surface to record children’s comments.

Procedures:

Pass the cold item chosen by the instructor around the classroom. All students should agree that the temperature is quite cold.

At a central location (table or instructor’s desk) THE INSTRUCTOR will demonstrate the blow dryer’s ability to create heat. Turn on the Blow Dryer (*Do not put on the highest setting*). Can the students feel the heat and difference of temperature?

Brainstorm cold items and list on board/writing surface.
(i.e. ice cream, inside a freezer, snow, ice cubes)

**Brainstorm hot items and list on the board/writing surface.
(i.e. oven, blow dryer, curling iron, matches..)**

Blow the heated air from the blow dryer onto the ice cube and watch/record what occurs!

Instructor's Explanation:

**Explain that heat and hot items can be very useful in our lives and it helps us in many ways
(i.e. heat homes; cook food; warm our bath!)**

**Discuss that we need to be *very* careful with heat or it can hurt us badly. We get burned on
our skin and body if we are not careful.**

BURNS HURT – NEVER TOUCH HOT ITEMS!

Essential Closure Questions to be addressed by Instructor:

Can you give an example of COLD? (accept reasonable responses)

Can you give an example of HOT? (accept reasonable responses)

What does heat or very hot items do to our skin? (burn)

NJCCCS:

[Visual and Performing Arts 1.4](#)

[Comprehensive Health and Physical Education 2.1; 2.2;](#)

[Language Arts Literacy 3.3; 3.4;](#)

[Mathematics](#)

[Science 5.7; 5.10](#)

[Social Studies](#)

[World Languages](#)

[Technological Literacy](#)

[Career Education and Consumer, Family and Life Skills 9.2](#)

References/Resources:

Adapted from the Fire Safety for Preschool Children

New Jersey Department of Education

<http://www.state.nj.us/njded/cccs/>

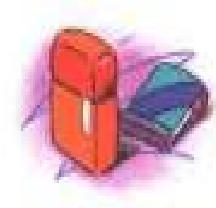


**NJ Forest Fire
Service**

Wildfire Prevention Education

Lesson Plan # 1 - D

Title/Topic: Matches & Lighters are for Grown Ups



Group Level(s): Group 1
AE: 3 through 6 years old

Skills: Never Play with matches or lighters; if found to give them to a grown up.

Learning Objective: Students will be able to listen to a story and recognize the need to give matches and lighters to adults.

Time: 30 minutes

Materials:

Teacher's story of "Shelly the Squirrel Discovers a Match"
Illustrations of 6 characters of the story.
"Toy Store" sheet/ditto.
Blackboard if desired.

Procedures:

Recall the needs for fire (i.e. cook food; heat; etc)
Identify that if fire is not safe or supervised by an adult, fire can hurt others and us.
Identify why matches and lighters might used (i.e. to light a fireplace; candles on a birthday cake; etc.)
Record findings on board if desired.
Read story.
Identify the problem and how it was solved.

Instructor's Explanation:

Explain if adults do not use lighters and matches safely, they can be very dangerous also.
Children should never ever play or use matches.
Read the story of "Shelly the Squirrel Discovers a Match."

Essential Closure Questions to be addressed by Instructor:

1. Are matches and lighters helpful? How?

**2. Why do children need to give lighters or matches to adults?
Why aren't lighters and matches toys?**

(Accept reasonable answers to the above questions posed.)

PARENT INVOLVEMENT:

Parents must remove all matches and lighters from residence and show/tell of safe storage to instructor.

**Parents will assist child (depending upon the age) in listing/numbering the items located.
Ongoing checks weekly will be necessary.**

NJCCCS:

[Visual and Performing Arts](#)
[Comprehensive Health and Physical Education 2.1; 2.2;](#)
[Language Arts Literacy 3.1; 3.4;](#)
[Mathematics](#)
[Science](#)
[Social Studies](#)
[World Languages](#)
[Technological Literacy](#)
[Career Education and Consumer, Family and Life Skills](#) 9.2

References/Resources:

Adapted from Fire Safety Skills K-11 and Preschool.

Smokey's Fire Safety Tips (Video) Free when requested from the Forest Fire Service

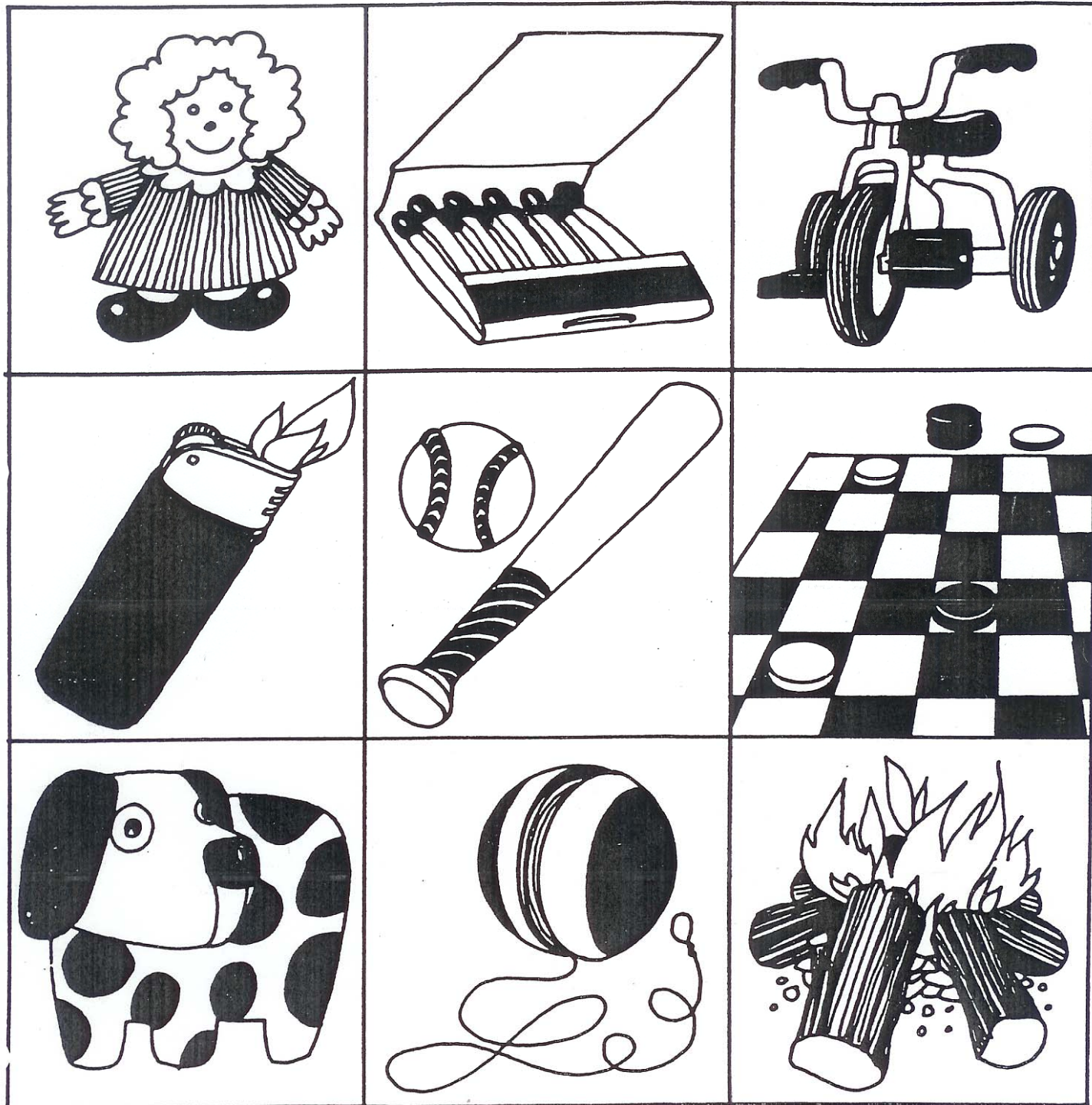
New Jersey Department of Education

<http://www.state.nj.us/njded/cccs/>

The Toy Store

Playing with matches and fire can hurt you. Matches are not toys!

Look at the three rows of pictures. Circle the object in each row that is not a toy.



Remember; Give matches and lighters to a grownup.

SHELLY THE SQUIRREL DISCOVERS A MATCH

Bobby the Bear got up in the morning, brushed his teeth, fixed some cereal to eat, and turned on the TV. He watched cartoons on his favorite channel for a little while, and then looked outside. It was a very nice day. It was warm, the sun was shining, and the sky was blue and filled with big fluffy clouds that looked just like cotton. Bobby's brother Bruce came into the room and said, "Let's call up some of our friends to see if they'd like to go to the park and play!" "Neat idea," said Bobby. "I'll call Tommy the Turtle and Erin the Elephant. They're my best friends!" Bruce said, "And I'll call Shelly the Squirrel and Hoppy the Hare. They're **MY** best friends!" SO the Bear Brothers called their best friends. They all wanted to go to the park and agreed to meet at the big gate in front of the park at 10 o'clock.

Bobby was excited. "This is going to be fun!" he thought. He looked at his backpack and said, "You know, I'd better take this along. You never know what kinds of interesting little rocks and things you're liable to find when you go walking in the park." He stuffed some cookies in the backpack and he and Bruce could eat them later. The two Bears kissed their mom good-bye and started skipping down the sidewalk that led to the park.

When the Bear Brothers got to the park, their friends were already there – except for Tommy the Turtle. Tommy was always late because he was a turtle! Turtles are always slow. A few minutes later, Hoppy Hare spotted Tommy walking toward them. Hoppy said, "Here comes that old slowpoke now!" which made Erin Elephant laugh.

Then everyone began talking about what they were going to do. Bobby the Bear shouted, "I'm going on the sliding board!" "Me too!" said Shelly the Squirrel. Erin the Elephant looked at Hoppy the Hare and Tommy the Turtle and asked, "Do you want to ride on the swings?" "Sure," they said, and the three of them ran over to the swings. Erin and Hoppy got on the swings and started riding, and a few minutes later Tommy the Turtle got there and started riding too. "Will you please push me?" Tommy asked Erin. "Okay," Erin said. After Erin pushed Tommy's swing a few times, Tommy said, "Don't push me **TOO** high!"

Everyone was playing nicely and having a great time. Soon, everyone was out of breath and had to stop and rest for a while. Bobby the Bear said, "I brought some cookies with me! If anyone wants one, just take one!" Each of the six young friends wanted a cookie, but there were only four cookies left in Bobby's knapsack. When Tommy the Turtle came to get his cookie, there were none left. Shelly the Squirrel said, "Here, you can have some of mine, because my Mom says it's nice to share." Tommy said, "Oh, Thank You, Shelly!" and took a piece of her cookie and ate it. Shelly told Tommy that he was welcome. She finished eating her cookie, and said, "I'm thirsty. I'm going over to the water fountain to get a drink." "I'll go with you," said Erin the Elephant.

When they got to the water fountain, Shelly asked Erin, "Can you lift me up with your trunk?" "Sure," said Erin. "Just hop right on!" Shelly jumped up on Erin's trunk, and began to drink from the fountain. While she was drinking, Shelly looked down on the ground and saw

something. “Look,” Shelly said to Erin. “It’s a pack of matches!” Erin lowered Shelly to the ground, and Shelly went over to the matches and started to pick them up. “Shelly, don’t” Erin said. “My Dad told me that matches can be dangerous, and that little kids shouldn’t play with them. He said that sometimes when kids play with matches, they could burn themselves or even burn their family’s house down! Or, even burn a whole FOREST down!” I don’t think you should touch those matches.” Shelly looked at Erin and said, “My Mom told me other stuff too! She said that matches and cigarette lighters can be very dangerous, and that little kids should never play with them, but she told me that if I ever find matches or a lighter, especially if there are small children around, I should pick them up and GIVE THEM TO A GROWN UP. But now, I just don’t know what to do!”

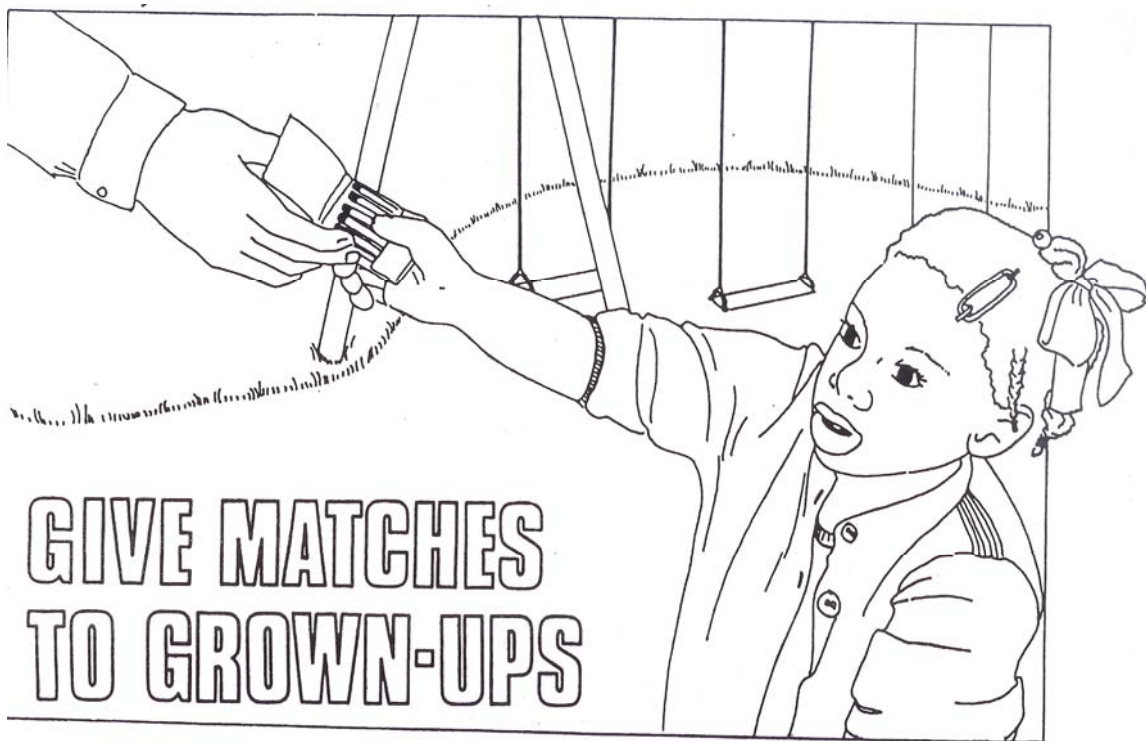
When Bobby the Bear heard Shelly say his name, he started walking over to her. “What’s up?” said Bobby. Shelly showed him the matches on the ground. Shelly said “Erin says matches can be dangerous, and we should not touch them, but my Mom told me that if I ever find matches or a lighter, and there are little kids around, I should pick them up and give them to a grown up. What do you think I should do?” Bobby the Bear thought for a minute and said, “You know, I’m not sure. I really don’t know what to do.”

(At this point of the story, summarize the situation to the class to ensure all students understand. Then ask the students what they think Shelly should do – should she leave the matches there on the ground? Or, should she pick them up and take them to a grown up? Allow the students to share their opinions and continue the story.)

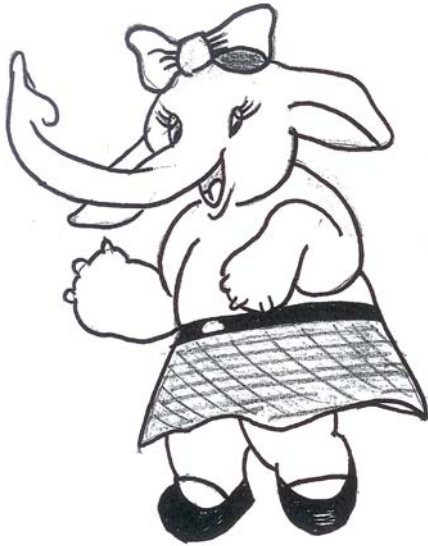
Just then, Bobby looked toward the big gate at the park and saw some one coming. It was his Mother. “Look!” said Bobby. “It’s my Mom! Let’s ask her! She’ll know what to do !” All of the young children ran over to Bobby’s mother. They were very excited and they all began asking questions at the same time. “Goodness, children!” said Bobby’s mother, “I can’t answer all these questions at once! What happened here Bobby?” Bobby said, “Well, Mom, Shelly came over here to take a drink from the water fountain, and saw some matches on the ground. She began to pick them up to give to a grown-up, but Erin says that matches can be very dangerous, so small children should not touch them. What should we do?” Bobby’s mother thought for a few seconds and said, “You know, Shelly is right. It is true that matches can be very dangerous, and that children can hurt themselves and others if they are not careful with them; but not all small children know that. If you leave the matches here, another child who does not know that matches can be dangerous could come along and start a fire with them. And small children can be hurt very quickly and very badly by a fire. That’s why the best thing to do is take the matches to a grown-up who knows what to do with them. And since I am a grown-up, you can give them to me right now. I’ll put them where small children won’t be able to reach them.”

Shelly the Squirrel picked up the matches and handed them to Bobby’s Mother. Bobby said, “My Mom always knows what’s best.” Then Bobby notices that his Mother was carrying a bag. “What’s in the bag, Mom?” he asked. Mrs. Bear opened up the bag for everyone to see. “Chocolate chip cookies!”

Everyone shouted. Bobby's mother said, "When Bobby left home this morning, I knew that the few cookies he took would not be enough for everyone, so I baked more. There's enough here for everyone. I even ate a few myself on my way over here and they are delicious. Here – have some for yourselves right now." Everyone took a cookie, and Bobby's mother was right again, because they were delicious! "Mmmmmmmmmmmmmmm – Good!" said Hoppy the Hare. "Yummy" said Bobby's brother Bruce. They ate all the cookies and started walking home. It had been a very good day. They had lots of fun, learned a very important lesson, and now they were all very tired little friends.



Circle the matches so you will remember to give them to grown-ups.
Color the little girl's sweater your favorite color.



Erin the Elephant



Bruce the Bear



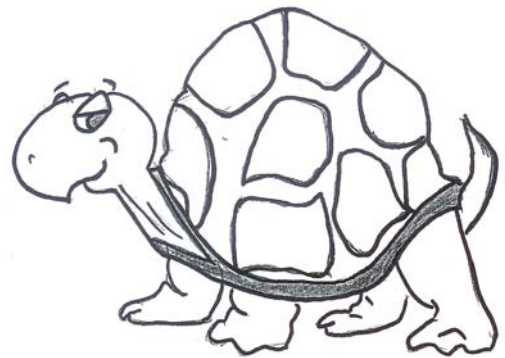
Shelly the Squirrel



Hoppy the Hare



Bobby the Bear



Tommy the Turtle



**NJ Forest Fire
Service**

Wildfire Prevention Education

Lesson Plan # 1 - E

Title/Topic: What is Wildfire?

Group Level(s): Group 1
AE: 3 through 6 years old

Skills: Identify a wildfire

Learning Objective:

Students will be able to recognize a wildfire and its impact upon others.

Time: 30 minutes

Materials:

1. [Contact your local New Jersey Forest Firewarden](#) and arrange for the Warden to visit the class and give first-hand information. (If not currently providing the instruction already.)
2. Board/writing surface to record information for class to view.
3. List of Smokey Bears Rules (included in the Explanation)

Procedures:

Recall what a forest is (lesson 1-A) and what it is made up of.

How can the forest get hurt? (Record responses. I.e. cut down by people, a lit match, cigarette, or unwatched campfire, etc)

Instructor's Explanation:

Explain that campfires can be in a forest when safely taken care of. Fires that happen unexpectedly in a forest (by unsafe people; or by a lightning strike; or carelessness) may cause fires, which will be VERY hard to put out by the wildland firefighters. A fire in a forest is very dangerous since there are so many things (fuels) that can catch fire and make it harder for a wildland fighter to put out. If it is a windy day (oxygen), it will be even more difficult as the wind causes a fire to spread very, very fast!



Read Smokey's Rules:

- **Smokey's Friends don't play with matches or fireworks.**
- **Never leave a campfire unattended.**
- **Always keep a bucket of water and a shovel near a campfire.**
- **Have an adult put out a campfire COMPLETELY before leaving the forest.**



Essential Closure Questions to be addressed by Instructor:

1. **What are some things that may cause a forest to catch fire? (i.e. lightning strike; careless or unsafe people)**
2. **Name two rules from Smokey Bear's list. (Check with list.)**
3. **How can you be safe when you have a campfire? (Keep a bucket of water and a shovel near the campfire.)**

NJCCCS:

[Visual and Performing Arts](#)

[Comprehensive Health and Physical Education 2.1;](#)

[Language Arts Literacy 3.1; 3.3; 3.4; 3.5](#)

[Mathematics](#)

[Science 5.1; 5.5; 5.6; 5.7; 5.10](#)

[Social Studies 6.6](#)

[World Languages](#)

[Technological Literacy](#)

[Career Education and Consumer, Family and Life Skills](#)

References/Resources:

Smokey Bear Site www.smokeybear.com

New Jersey Department of Education

<http://www.state.nj.us/njded/cccs/>



NJ Forest Fire Service

Wildfire Prevention Education

Lesson Plan # 1 - F

Title/Topic: **How do you report a Wildfire?**

Group Level(s): Group 1
AE: 3 through 6 years old

Skills:

Teach children steps to report a wildfire, or any other emergency.



Learning Objective:

Students will be able to know what to do to report a wild fire or other emergency.

Time: 30 minutes

Materials:

1. Orange construction paper for the “flame”.
2. Green and brown construction paper for the trees.
3. Open area (classroom with desks moved to create an open space.) Pretend phones.
4. List of emergency numbers and what to tell the Forest Fire Service.

Procedures:

- Discuss/Recall good fires and bad fires.
- What should you do if you spot a wildfire that seems to be unattended?

TELL AN ADULT!

CALL 911!

And CALL [your local New Jersey Forest Firewarden](#) office closest to you.

Instructor's Explanation:

With the modeling of the teacher, the students will demonstrate how to report a fire. The teacher will have a student identify a “flame” in the “forest” in the classroom. The student will then report the fire in accordance to the information provided. (Teachers can adapt this lesson more so that the other students might “put the fire out”.)

Provide the following information when reporting a wildfire:

- 1. Your name**
- 2. Your telephone number**
- 3. The exact location of the fire**
- 4. A description of what is burning**
- 5. The size of the fire**
- 6. Is anyone fighting the fire?**
- 7. Access to the fire**

- **Wildfires need to be managed, extinguished, and investigated by professional wildland firefighters.**
- **It is dangerous to attempt to put out a wildfire by yourself.**
- **You must get adults to help you.**

Essential Closure Questions to be addressed by Instructor:

- 1. What is the first thing a child should do if they see a wildfire? (Tell an Adult.)**
- 2. What is the universal emergency number? (911)**
- 3. Name at least three things you need to tell the person about the wildfire? (any three from the list from lesson)**

NJCCCS:

[Visual and Performing Arts 1.2; 1.4;](#)

[Comprehensive Health and Physical Education 2.1; 2.2; 2.5; 2.6](#)

[Language Arts Literacy 3.4; 3.5](#)

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[Social Studies](#)

[World Languages](#)

[Technological Literacy](#)

[Career Education and Consumer, Family and Life Skills 9.2](#)

References/Resources:

Firewise www.firewise.com